**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 1st Grade** | | | **Date(s)**: Unit 2-Day 15 |
| **Unit Title:** Unit 2 – Understanding Place Value (Tens and Ones) | | | | **Corresponding Unit Task:** *Understand that the two digits of a two-digit number represent amounts of tens and ones.* | | |
| **Essential Question(s):** How does counting by 10’s help me count large numbers? How does counting by 10’s help me understand place value? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: sticks to bundle, rubber bands, number cards 0-100, comparison mats** | | **Student:** | | | **Digit, one-digit number, two-digit number, tens, ones, compare, greater than (>), less than (<) and equal (=)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.3**  *Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.* | | | | | |
| **I Can Statement(s): I can determine when a 2-digit number is greater than, less than or equal to another 2-digit number using appropriate symbols. I can explain why a 2-digit number is greater than, less than or equal to another 2-digit number using appropriate symbols.** | | | | | |
| **Activating Strategy/Hook:**   * Review Vocabulary for unit 2 | | | | | |
| **Teacher Directed: (whole group)**   * **Use Destination Math (from Envision) titled: Topic 12.3 Comparing and Ordering Numbers to 100 using the symbols** | | | | | |
| **Guided Practice: (small groups/partners)**   * **Incorporated in teacher directed** | | | | | |
| **Independent Practice: (whole group)**   * **Performance Assessment for Task 3** | | | | | |
| **Closing/Summarizing Strategy: (using math journal)**   * **Students will discuss important aspects of Task 3.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Not needed | | | One-on-One assistance (if needed to complete assessment) | | | Students will orally take performance assessment. |
| **Assessment(s): During independent practice observe students ability to compare 2-digit numbers.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Students’ understandings/misconceptions * Specific notes about student thinking * What do I need to reteach or review tomorrow or in the future * New ideas/changes for next time | | | | | | |